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HASTINGS' LAW NEWS

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\$2 Solves Own Contracts Mess

Cyril Yu
News Editor

After Academic Dean Leo Martinez announced to first-year section two that their contracts course would be split into small sections because of school policy, student complaints resulting in a petition signed by over half the class amended the decision and split the property sections instead.

In last Thursday's class, Martinez explained the policy requiring at least one small-section course per section and said Professor Ash Bhagwat would teach half the class and visiting Golden Gate University Professor Elaine Anderson would teach the other half.

Most students were upset by the announcement. "It's a pretty poor way for the administration to handle things. And to crush it in terms of this great benefit for us in terms of placate us after the fact, which I don't appreciate very much," first-year section two member John Cimaco said.

"Everyone I've talked to is upset," first-year ASUCH representative Su-Jin Lee said. "It's nothing personal [against] Professor Anderson. We don't know anything about her so we cannot judge her yet."

The students were not told who would be bumped until the end of class. "It was such a distraction," Alyson Lewis said.

Section two's small section was scheduled to be tort; however, when Professor Sweeney became

ill, Professor Walsh agreed to teach the full section all together.

"They had to have seen this coming in September that the possibility existed that they would find someone," Dean Martinez said that he has been working on this since September — why did he wait so long to tell us? To walk in on the first day of class and say it is too late!" Cimaco said.

Martinez defended the goals of the policy. "The whole small-section idea was intended to provide a low learning experience in a smaller setting," Martinez said. "The faculty decision on [the small-section program] several years ago."

Martinez noted the time pressure of the decision and added he thought section two knew about the small-section policy. "I still had not found someone to staff a small section, and that was attributable to the fact that I had three faculty members take a leave of absence. During the semester I continued looking for people and literally, at the last minute, I found [Anderson]," Martinez said. "In terms of them being surprised, I am partly to blame for that—I was under the erroneous impression that they knew about the small-section program."

Cimaco denied that actual notification about the policy ever happened. "Professor Walsh did make mention in passing of this to small groups of people that [we] were supposed to have been split, but the professor got sick and [Walsh] agreed to teach the whole class," he said. "That's a far cry



from notifying us formally." Part of the reason for the furor is Bhagwat's popularity among students. "I think it's a testament to how much we like Professor Bhagwat for one that people are throwing such a stink about this. We were supposed to have Sweeney for our small section in torts, but that didn't happen. So now they dump it on us in contracts and that's the one class everyone seemed to love," first-year ASUCH representative James Robertson said.

Martinez's method of notifying the section also was a concern. "When someone asked if there is anything we can do, [Martinez] said, 'well, I don't know if Professor Bhagwat has taught you this doctrine in contracts, but I try to

see CONTRACTS, p.2

Administration Offers Opt-out for Keane Exam

Molly Peterson
Editor in Chief

Because of the possibility that two previously-termed essays on Professor Peter Keane's fall 1996 final exam gave some students an advantage over those who did not prepare using past exams, the administration has taken an unusual step in offering pass-fail grades as an alternative to the letter grade system in that criminal procedure class only.

Keane's criminal procedure exam consisted of an hour of 20 multiple choice questions and two one-hour essays. The two essays were identical to two other essays on reserve in the library from the spring 1990 final. According to Associate Academic Dean Ellen Scallen, "between 10 and 20" students complained that those who had done the exams on file had an unreasonable advantage, and that the availability of a privately-curated "Am/Ja" answer to some study group caused the problem. Second-year Jason Bartlett said the answer was available in the outline and Test Bankierly office. Bartlett added that while he had the answer in his possession he had not looked at it before the final.

Scallen's letter, dated Jan. 10, states that Keane will grade and curve his exam under normal

circumstances. However, students who return a form to the Records office by Jan. 21 will then be able to "opt out" of the normal grading process in favor of a modified pass-fail system. Class members must choose the system under which their grade will be recorded on their transcript before they learn their final grades.

Immediate reaction to Scallen's decision was less than favorable. Second-year Elisa Jackson called the solution "horrid," and added that she didn't think it was fair that students must "opt out" before learning what their letter grades would have been. Jackson is among the proponents of a petition calling for a meeting of the class to discuss a more fair solution. The petition proposes a slightly different pass-fail option, under which students could opt out of the regular letter-grade system after seeing what their grade would have been.

Second-year Travis Baird agreed that the solution was poor but said he was thinking of opting out. "More people had that exam than you would even like to think about," Baird said. "And if you think that you would have done better if you had the essays or the answer it makes the most sense to take the pass-fail option."

Scallen originally told students who complained in December that she would take action by the end of

see KEANE, p.3

Hastings' Wailing Wall Becomes History

Cyril Yu
News Editor

Under a new grading system suggested by outgoing third years, students in search of fall 1996 grades won't find them on the basement wall but must instead stand in line to get their personally.

"This is an experiment and I'm eager to see what students think about it," Associate Academic Dean Ellen Scallen said.

Once a professor's name is posted on the former "wailing

wall," students in that class can complete the blue records office form, take it to room eight in the 198 building's basement and receive their results.

Scallen said outgoing students suggested the change. "At the end of the year, third years get reflective and think about what they would like changed," she noted. "A couple of third years came in to talk to me about their ideas and one of those ideas was to get rid of the 'wailing wall.' And it struck a chord, because ever since I came in Hastings, I

thought this idea of having grades posted like that was barbaric. It turns out that posting that way was a demand from ASH [ASUCH's predecessor]."

Though the system requires more resources, Scallen said Dean Mary Kay Kane and Chief Financial Officer David Seward were "good about cooperating" with the new plan. "I knew whatever structure we chose would require more resources," Scallen said. "[Kane & Seward] did get more money. They have a part-time person working on

distributing grades."

While accessing grades via voice-mail and on-line access were discussed, Scallen says neither are possible right now since the existing voice mail system can't accommodate the potential workload and on-line access presents security problems. "Ideally, I'd like to go to some kind of electronic system, because it makes the most sense," Scallen said, adding that "this system is an experiment. My two goals are

see GRADE WALL, p.3

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Hastings Takes the Next Step in Computer Exams

Glenn E. Von Tersch
Advertising Manager

Continuing the groundbreaking approach the administration has taken toward administering exams on computers, Hastings tried out Examiner software during this past exam period. Examiner restricted student use of computers such that students could not possibly open any files on their computers, making the testing environment much more like a standard written test.

According to Adam Wasserman of Sarah Wasserman Associates, the makers of Examiner software, Hastings was the first law school to develop a policy regarding computer exams.

Professor Brian Gray, Eileen Scallen's predecessor as associate academic dean, pushed the option of taking final examinations on computers. Key to this whole process was that students would use their own computers, and computer-literate professors would monitor the room for possible cheating.

While Scallen made no assurances the program would continue under her tenure, over the summer she decided to continue offering the computer exam option.

This fall Wasserman and Greg Sarah approached the school about using their company's Examiner

program, developed to prevent students taking computer exams from accessing other files during the exam itself. Both Sarah and Wasserman graduated from Hastings in 1995, along with another employee, Michael Bonanno.

Bill Sturge, who previously developed accounting software for the city of Philadelphia, actually programmed the software. Because of their alumni status, Wasserman said, "We had to come back to Hastings." Though students who used the free software would avoid the careful examination of the hard drive required in the past, only a minority of the students using computers opted to use Examiner.

Student reaction to the program was mixed at best. Second-year Wade Essey said the program "worked OK, but a little slow, and it had some initial glitches." Essey added that, "The spell check was slow, and when it found words formatted bold or italic, it would copy that formatting throughout the document."

Others chose not to use Examiner for a variety of reasons. Second-year Charmaine Evans said it did not offer much of an advantage, since she "spent [only] about five minutes taking files off of [her] computer." Evans decided she did not want to take the time to get the software installed and that she did not know

enough about it to make it worthwhile. She did indicate that she had known more about the program at the time she signed up to take computer exams she might have used it. Second-year Kim Arnel did not use the software since it was not available for her Macintosh computer, but added even if it were she "did not want to become familiar with a new program under test conditions."

Second-year Rene Dailey said he did not want to learn a new word processor, and he also only needed a few minutes to remove files from his computer. However, he added that "if [he] had known earlier how similar the word processor was to WordPerfect, he might have used it."

Scallen said she has the impression that it was generally a positive experience for both the students and the proctors. She was initially concerned about how it would work with the wide variety of computers, both in terms of brands and ages, but that seemed to work ok. Wasserman indicated that they had done immense amounts of research to make sure that using Examiner on different computers would not be a problem. Scallen indicated that in particular, her impression from Disability Program Director Pat Fleck was that Examiner had made life much easier for their accommodated exams.

Wasserman said that the testing at Hastings was the first extended use of Examiner.

While the developers had done extensive testing on their own, this still illuminated several problems they had not found. As Wasserman put it, they had to make sure the program was foolproof because "these are people's exams." On the subject of problems, Wasserman said that "no data was lost" by people using Examiner, whereas people using normal word processors had a number of problems with disks that did not have proper files. One person had a problem part way through an exam because he did not have enough disk space to use the program. Another person had hardware that appeared to be incompatible with the program, due to a quirky mouse. After about a week of exams, a new version of Examiner, was introduced that addressed the problems people were having with their hardware. The only nagging problems seemed to be with the spell check feature, which was slow, limited in vocabulary, and had the formatting problems mentioned above.

Examiner was originally conceived to work with Microsoft Word, but too many people were using WordPerfect, so the software made available used its own word processor. At this time, Sarah Wasserman does not intend to create software to work with WordPerfect because there are too many different versions of WordPerfect used by students at

Hastings. As mentioned before, they will probably make a version that works on the Mac, but that still depends on whether Apple ever gets its act together. Other expected changes include speeding up the software and greatly improving the spell check function.

While exams were going on at Hastings, Examiner was being used for exams at two other schools, Nova South Eastern in Florida and Brigham Young University. At Nova South Eastern, first-year exams were given on a network of school computers using the program. Additionally, an exam testing about one hundred students will be given at Chicago-Kent in February using Examiner. While the program was given to Hastings for free, it was sold to the other schools at five dollars per exam.

Sarah worked as one of the proctors at Hastings during administration of computer examinations the previous academic year, so he had firsthand knowledge of the need for a program like this. Due to lifelong problems associated with dyslexia, Wasserman typed his bar exam, but had his typewriter jam up at the end of one day of the three-day exam. The proctor urged him to do something, because Wasserman had to turn in his paper before time was up or it would not be graded. Panicked, Wasserman ripped the paper out of the typewriter, literally tearing in half the final sheet of his answer.

Efficiency, Privacy Concerns Motivate Change in Grade Posting

GRADE WALL, from p. 1

privacy and speed."

The new system does not affect course grade distributions; curves will remain posted on the wall. According to Scallen, "[grade distributions] will be posted and ought to be posted. Those distributions will be up there because students want to know information about where they fall and evaluating whether they want to take particular professors. That should be public and will be public."

As of last Friday, no curves had yet been posted, though students believe they are helpful in deciding which courses to take. "How am I to know what the grade really reflects without knowing what the spread for the whole class was?" second-year Aaron Myers said, adding that the statistics are important "to assess

childish about it," second-year ASUCH representative Rob Booker said. "We get them faster than most schools do. . . I think that students need to quit complaining how we get them and just find a policy and stick with it."

Two ASUCH resolutions to reform grade distribution, one in the spring and the other in the fall of 1996, both failed. "[ASUCH] voted on [the fall resolution] and it was 50-50; it didn't pass. And then we talked to Dean Martinez and he said he would look into finding a better alternative." first-year ASUCH representative Kawan Kaskan said.

Scallen said her efforts were not influenced by ASUCH's actions. "I was made aware of the ASUCH resolution this past fall and I was a little distressed by that, because . . . it seemed like their attitude was demand and then talk, whereas had they been talking to me about their concerns," Scallen said, "I could have told them about it. But they didn't even bother to ask."

Section 2 Petition Succeeds

CONTRACTS, from p. 1

teach all my students in my classes the doctrine of "fair chance." He was so nonchalant about it. But people were upset," Alyson Lewis reported.

Lee agreed. "We already know what he's looking for. He already has our grades in. And you don't know how the grades are going to be weighed," Lee said.

Climaco circulated a petition to protest the decision, notification process, and the change in course time. "Let's at least not keep us here on Friday afternoons. Let's allow people to work who had scheduled work on Friday afternoons in this big block of free time," Climaco said. "We all chose our most court picks before the schedule was given before break. No one told us that schedule was in flux. In fact, was, so maybe they should have said the choices were tentative. It will undoubtedly

affect some people."

According to Climaco, response to the petition was overwhelmingly supportive. "Certainly, everyone in the moved section has signed it, but people still in Professor Bhagwat's section also signed it out of sympathy for us," he said.

Climaco also recounted the meeting with Martinez on Friday morning. "[Martinez] was open to a scheduling change and he apologized for not notifying us, but that was about all the concession he was willing to give. It's a done deal in that it's required we have to have a small section," Climaco explained. "At this point, we want to change the schedule. It's going to be difficult given the factors we have to work in: moot court, classroom availability, professor's schedule, our schedules. But at the very least, we want that opportunity."

SEE CONTRACTS, p. 3

Petition Opposes Grade Option;

Scallen Says Keane "Very Sorry"

KEANE, from p. 1

finals on Dec. 19. However, students in the course are just now learning of the administration's decision because Scallen says preserving the equitable administration of the test for those who took the final just before spring semester started took precedence. Scallen said that it was "unlikely" that students who had not seen the test would be significantly affected by those who had studied using old exams. "The impact is likely in favor of the people who did the exam. [But] the people who saw the exam shouldn't be punished; they didn't do anything wrong."

Scallen pointed out that those with old exams would have had to memorize the question and apply it to changes in the law in the intervening six years to have significant negative impact. "I know our students are really bright but that would have taken a lot... I don't think it could have had a huge impact," she said, adding that she was aware of the "anxiety and frustration of students" and cited that as the reason why the remedy

was effectuated. "We require that you study course material," Scallen said. "We don't require that you study past exams."

After discussing the controversy with Keane, Scallen consulted both with Academic Dean Leo Martinez and with students in the class before settling on the pass-fail system. Alternative remedies include the elimination of a curve and throwing out the essays. Scallen noted that the lack of a curve "would have been fair to Professor Keane's class, but not Professor Bishara's class" and that only counting the multiple choice "would have been unfair to students who put in a lot of effort to those essays." Scallen commented that "all of the solutions have their problems" but added that she believed this was the most equitable solution.

Effects of the unusual grading adjustment are unclear. Scallen refused to estimate the number of students who would opt for the pass-fail system. Those who choose to receive one of the modified pass-fail grades—P, equivalent to grades of C or higher, SP (substandard pass) for grades of C- or D, or NP

(no pass) for failing grades—will not count the course toward honors or Order of the Coif credits under Academic Regulation §1706.

The American Jurisprudence award for highest grade in the course will still be given.

Scallen described Keane's reaction as "distressed" and said Keane would face no sanctions for the repeating of the essay questions. "He is very, very, very sorry," that this had occurred, according to Scallen, who was quick to add that the incident "doesn't affect his standing as a 'considerate, caring' professor. [Keane] is widely thought of as an excellent lecturer. It was an aberration. To have somebody like [Keane] who is as busy as he is a tremendous asset to the school... I do not expect this to happen again."

When reached for comment, Keane was unaware of the solution chosen for the controversy, but said that the "tests on file don't give any particular advantage." He added that he doesn't understand how the grade option would make any difference. Keane has been teaching at Hastings since 1980, and also teaches summer-session Evidence at Golden Gate University. A student of Keane's reserve lists turned up three packets of past exams.

Andersson May Teach Property Instead

CONTRACTS, from p. 3

At his first meeting of Andersson's contracts class, he secondly discovered Andersson taught property. Based on Lewis's suggestion, Martinez, and Andersson agreed that he would teach property if they could find a time.

Still, Climico said he was disappointed since Martinez said he

couldn't find a property professor, then Andersson showed up. "[T]he very person that is teaching the second half of the split contracts section is a property professor," Climico said. "[I]f I wasn't discussed with her, then maybe Dean Martinez didn't look as hard as he could have for a property professor."

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
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VIE WPOINT

En Banc

Not Letter Grades, but Letter of the Law

The furor over the criminal procedure final recalls a fundamental tension of law school: that between the actual knowledge and retention of the material and the letter used to represent that knowledge. How many times this week did you hear someone in the hall talking about their A- in the class they never attended? Or someone else, equally bewildered, wondering how in the hell to improve on the C+ when they read every page of the casebook, attended every section and every class, studied the hornbook on Saturday nights, and can analyze and recite the law upwards and down? While many students' grades accurately reflect what they've learned, others' don't. Grade paranoia manifests itself more often than we would like to admit.

Last year, grades for first-year sections were taken down after it was discovered that someone had crawled section four's exam codes using Legal Writing & Research sections. Keane's criminal procedure class this year will have the option of choosing a modified pass-fail grading system individually if they feel that some students' consultation of past exams compromised their ability to get a good grade.

Knowing the law, you may have noticed, hardly seems the point anymore. Being able to represent clients well is not the end goal. The currency of discourse is the A. There's no problem with that as long as the grades reflect the excellence we're seeking; it's just that

sometimes lately, the measurement method and that which is being measured seem so damn far from one another. The fallout from the pressure of the omnipresent curve, the ill will and the mere instances of cheating, don't bode well for how we're going to conduct ourselves professionally. Every time you hear about a hornbook stolen out of a SIC folder or missing pages in a reserve reading, it's hard not to attribute the incident to grade competitiveness.

We've all supported each other in times of stress; nobody gets through this alone.

Some people attribute this lament to a form of "sour grapes"—as though only those who don't benefit from the system complain about it. But we're capable of more than grade-grubbing, be it corporate legal representation or representing clients for the public defender.

It's hard to believe, but a time will come when six units of civil procedure will not define our existence the way they do now. And not time will ever come when your GPA defines your humanity, your compassion, your relationships or your soul. Grades dangerously drive our desire for success; they control how we get jobs and how we perceive each other.

What has become most important is the letter, not the letter of the law. Pursue excellence; study well; improve upon your performance. But don't lose sight of what actually counts.

Administration Needs Students

Glenn Von Tersch

ADVERTISING MANAGER

From the new grade distribution policy to splitting section two's contracts class to the Peter Keane final, the administration (Deans Kane, Martinez and Scallen) solves problems through a bizarre decision-making process. The administration is deciding how to handle problems, then soliciting ideas from the students and faculty. By eliminating other people from the process, the administration avoids such obstacles as divisive voices and

personality conflicts. This approach also avoids the creativity and differing perspectives that naturally flow from involving more people in problem-solving.

Every student who attends first-year orientation hears about the talented students Hastings recruits. Consider GAAP, an excellent student organization that makes a tremendous difference in the community. Likewise, La Raza, HPLA and numerous other student organizations enrich the Hastings community.

As it tries to go about its business, the administration ignores all of

Beating the New Year's Blues

Eileen A. Scallen

ASSOCIATE ACADEMIC DEAN

January 1997—the beginning of a new year and a new semester. I suppose I should have realized that I would never last in the "real world," since I could never get used to a world where the year begins in January rather than in September. Yet I've come to see that there is an advantage to having two "fresh starts" every year. One never fails to feel too bad about failing to live up to your resolutions, because a new beginning is just around the corner.

I hope you all had a great holiday season and have come back refreshed and ready to roll. However, if you are anything like me, you came back wishing you had had another two weeks of break. Couple that feeling with the arrival of grades (and season with a bout with the flu or a cold—I personally enjoyed my visit in Minnesota, Land of 10,000 Viruses) and you have a solid recipe for the New Year's blues.

It always seems to me that late January and February are rough times around the law school because of these winter blues. Many of you will wonder why you are here and whether you should stay. Since I do not have a small group of advisers this year, I will treat you all as advisees and provide a dose of unsolicited advice—always worth what you pay for it.

First, understand that professors grade bluebooks, not people. I do not assume that a student who gets a "C" in one of my classes is somehow less intelligent or worthy than a student who receives an "A." I know that it is highly possible to know a lot more about the course (or even more important subjects) than a single bluebook reveals.

Second, grades are not the only measure of your ability to be a successful lawyer. You only need to read the National Law Journal or talk to a professor who has taught here for a while to hear about a lawyer who was not at the top of the class who is a genuine success in the legal profession—admitted by colleagues and opponents. It isn't hard to understand how this can be so. You are at a top 25 school (check that out—*U.S. News & World* admits this is the view of Hastings from the perspective of lawyers,

judges, and legal academics). Hastings students are smart and hard-working to boot (a lawyer from PG & E told me during the break that for the last 10 years he has hired predominantly Hastings students because he is so rarely disappointed by them, and that he could not say that about other Bay area law schools).

There is no getting away from the fact that most employers do care about grades—especially for your first legal jobs. But it is important to remember that your first legal job is highly unlikely to be your only legal job. Your subsequent employers will care far more about your experience and ability to relate to clients and colleagues than what grade you received in torts in 1996. Moreover, not all employers care about grades to the same degree. Many, especially smaller firms, are interested in your experiences—in internships, clinical positions, as a research assistant, or student organizations.

For those of you who are disappointed in your grades from last semester, look at January 1997 as a new beginning. Use the

workshops put on by the Academic Support department and feedback from your professors to try to understand how you might improve your performance next time. Then, try to remember that there is more to law school and life than grades. Do some reading on alternative legal careers (believe it or not, working at a high-powered private law firm—the kind that really care about your grades—is not the only way to be happy in the law); get involved in a student organization; do some volunteer work—legal or non-legal—and realize that there is more to the world than these two buildings on McAllister Street.

For our part, we've got some interesting social and intellectual events planned for this year. Watch the Weekly for details, but note that one of the first events is Jan. 31—the annual Cabaret. Personally, I can't wait to see if Dean Kane gets to juggle again or what Professor Dodge will sing this year. And me? Well, I'm trying to figure out how many pans of tuna fish hot dish it would take to serve the whole school. Patsy Oppenheim probably won't let me do it for the Cabaret, but stay tuned.

HASTINGS LAW NEWS

From Dialogue Comes Truth

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Just Say No (to Icky Clients)

Tracy Ashleigh
VIEWPOINT EDITOR

If you're not part of the solution, you're part of the problem. Amen?

Last semester I heard something come out of the mouths of several students. It was nothing new—we hear it all the time from "real" lawyers—but I was disappointed and saddened to hear it from students. So much for my naive faith that we are all here hoping to pursue justice.

The setting is simple: you are presented with a particularly distasteful case or client, for instance, defending an oil company whose tanker has just spewed thousands of gallons of oil all over the pristine Alaskan wilderness but doesn't want to pay to clean it up (let alone fund the lost income for the local fishing businesses). Question: do you take the case?

Much to my dismay, a significant number of students faced with similar hypotes reply, "Yes." What really irks me, though, is the usual rationale. "Hey, if I don't take it, someone else will." I am not making this up, people actually have explained to me that since "someone" will take this client's money and represent them, that this means it might as well be you or me. I for one find this pseudo-logic to be appalling. Just because "someone" is willing to sell his soul, ethics, karma, or whatever, doesn't take away the fact that the action is wrong. Besides, where does it end? Can I justify doing murder for

hire, based on the fact that "someone" would have done it for the right price?

Imagine for a moment a world in which "someone" didn't exist. I realize this may be hard to do, since in the jaded, capitalistic, screw-you 1990's this is closer to fantasyland than reality. But what if no one was willing to do anything that would facilitate a public or private harm? What if all the cops refused to shelter their own bad apples, and all the lawyers refused to take on cases where deep down they thought their client was a jerk and deserved to lose? [Though I'm willing to exempt public defenders from this scenario because the Supreme says I have to.]

What if there was no "someone" to rescue all the wookies out there? What if our hypothetical oil company couldn't get a lawyer to represent it in court, or to stonewall the fishers, so in the end the bargaining positions were fairly equal? To be honest, I don't know. Maybe civilization as we know it would cease to exist. Maybe that isn't such a bad thing. Maybe we'd all be out of jobs, before we've even graduated and started paying back the loans. But at least we'd have done something positive for ourselves, our profession, and the world.

The truth is, that there will probably always be a "someone." Unfortunately, that thinking keeps reproducing itself in an endless cycle—one person says it, and becomes "proof" to the next person down the line. Each person

justifies it by saying, "Gee, I can't change it, I'm just one person." And as long as each person continues saying and believing that, it is a self-perpetuating truth. It's also a cop-out. One person can't change the world. But 100,000 times one person, CAN. Somebody just has to be the first person to take the plunge.

People laugh when I say I will never stoop so low as to take a case that turns my stomach. I find it sad that they will never get it. One day, 50 years from now, I know I will look back on my career and have no regrets, not one single case that had me chugging Maalox or sipping martinis to deal with it. I will be shocked if my critics can say the same... presuming, of course, that all that rationalization and repression hasn't already sidelined them with major depression, substance abuse, or a heart attack.

Look around. Talk to some really jaded lawyers. Ask how many cases they've turned down on moral grounds. Then think, hard, about the way you handle your ethical dilemmas—and whether you think you can avoid their cynicism and still take every case that comes in the door.

Maybe I'm just a naive idealist. After all, "someone" would have helped Exxon avoid cleaning up Alaska. But you know what? I'd sure hate to be the guy who did, because every time he looks at those still-greyish shores, he has to live with the knowledge that he helped keep them that way. I hope it was worth it.

until the end of time.

The administration needs to consult students before deciding how to handle problems. Valid questions exist about whether ASUCH represents the will of the students. With the resignation of several ASUCH members (Cyril Yu, Adria Cheng, Felicia Vallera) representation of the whole student body becomes that much tougher. If ASUCH could put more effort into finding out what all students want that would help.

The administration's actions evidence a lack of interest in student involvement that is hardly new. The administration tied up student activity funds for questionable reasons all year. The Osake case demonstrated a failure to respect procedures thereby producing catastrophe with a simple

1L Column

Welcome to Law School: Observations of a 1L

Mike Malugini
STAFF WRITER

Hastings' professors can reveal once again. The results are from a recent informal (O.K., fictional) poll of students. Shocking as it may be, 99.99% of students replied that their exams were nasty. Some sample questions and answers:

1. Did any professor lie to you about what would be on the exam? Yes.

2. Did any professor veer from a question he had asked the previous 20 years? Yes.

3. Did any professor adequately prepare you for the questions on the exam? No.

4. Did any test involve reason or logic? No.

Let's review my personal experience. 1) I attended nearly every class; 2) I read and briefed all the assigned cases; 3) I read outside sources to better understand the material; 4) I attended commercial review sessions; and 5) I carefully prepared outlines for all my classes.

The result of all this work was most likely mediocrity. I haven't had the desire to get my grades yet. Actually, as of now, only one of them is available anyway. While I probably didn't fail all my classes, I doubt I'll be dining with the Dean.

Talking to other students, it seems my experience is not

unique. So this semester I plan to take a new approach as a social experimenter for the benefit of my fellow students.

First, I plan to miss at least half my classes. Because this is against school policy, I will need your assistance. If you notice me absent, please put a blow up doll in my place. This should satisfy the participation requirement of keeping the seat occupied.

Second, I will not do any reading. I will rely only on commercial outlines for my "learning."

Third, I will throw something together and title it "Outline" for the benefit of my conscience.

Fourth, I will bring chips and beer into the exam room. What better place for a fiesta?

Obviously I cannot guarantee a better result. But I'm ready to be a guinea pig for the benefit of my fellow students. I only hope the effort, or lack thereof, results in some difference from the first semester.

If I do worse, then it will seem all the preparation of my first semester was worth the time. If I do better, then it will seem that the first semester was a loss. In either case, at least I'll know what to do in the future.

The real problem will come if the results are as feared—that there is no difference. Then what?

Just remember the blow up doll.

Stop Ignoring Students; Involve Them Instead

ADMINISTRATION, from p. 4

these talented, creative students. When I first heard about the idea of splitting the contracts class, piled on top of the new grade distribution policy and the Keane final, I found myself thinking the academic dean's office was having a bad week. Admittedly, not all of the results were bad. The solution Scallen came up with for Keane's final puts students in an uncomfortable position, but it seems fairer than any proposed alternative.

The idea of splitting up a traditionally year-long contracts class half way through, and having half of it taught by someone who specializes in property seems ludicrous in hindsight. I suspect Martinez tried to make the best of

a bad situation when he dreamed up this solution. However, if he had talked with section two ASUCH representatives a better solution might have emerged. As it is, the students proved amazingly nimble in creating a solution and handing it to Martinez, who, fortunately, chose to go along with it.

The latest method for distributing grades has even more problems. While ASUCH has sporadically decried removing the grade wall, enough voices never emerged to do it. However, Scallen took matters into her own hands here by removing the grade wall, apparently with student input only from some members of last year's graduating class. Students will bounce back and forth on whether it's a good idea

disciplinary proceeding. Before that, the administration decided to let Peter Siorand leave after he recruiting numerous excellent students. Siorand now holds a similar position in Florida, while we still have no official director of admissions.

Making students a part of the solution gives students incentive to make solutions work. The administration has taken steps to involve students, through open-meet sessions and meetings with ASUCH, but these address only general problems, not specific day-to-day problems. As it stands, students find out what the administration plans and react. The administration should harness student energy to solve problems instead of combating student energy devoted to these reactions.

Writers' Meeting:

January 29
3:40 p.m.

All meetings held in the Law News Offices, B-27 in the 198 Building, Free Food and Beverages.

FEATURES

Streets' State of the Union

Associated Students of the University of California at Hastings President Edward Streets recently spoke with HASTINGS LAW NEWS Editor Cyril Yu about his tenure to date and his plans for the remainder of his term. What follows are excerpts of the discussion.

HLN: What are you working on this semester?

Streets: My big project this semester is an alumni wall. Basically, what the alumni wall will consist of is alumni—people who have graduated from Hastings and who have become leaders in their fields and have worked to improve their community. We haven't quite nailed down what the criteria will be, but we're working on it. Hopefully, we'll have it down by the end of the month. We want the wall to be where the 65 Club wall is now, because that's where students come in and that's the area that gets the most traffic. Students see that wall the most when they first come here; even before they are students, they walk down that hall. It would bring students closer to the alumni and it would help give students a sense of pride in Hastings to see that some of their alumni have gone

on to be governors and have done great things. It's going to be two-fold: there will be a "permanent" wall where the pictures will stay up and a "temporary" wall where the pictures change every six months or so... it might be a situation where we do actually have two walls in different locations.

HLN: What do you look back on as your or ASUCH's greatest achievement last semester?

Streets: Quite honestly, I haven't even sat down to think about what we have accomplished. There are still too many things to do.

Looking back, I think it's that we've brought students closer together. I think we have greater community-type feeling around here. Many people feel that they can come to ASUCH and just vent. And people know who we are. We're not just a bunch of figureheads sitting around.

HLN: What do you think about how the administration handled the Osakue case?

Streets: I think they handled it badly. The Osakue case was a small part of a larger problem. And that problem is section 53 of

see STREETS, p.7

Restaurant Review

Burn This Village

Glenn Von Tersch
ADVERTISING MANAGER

The Village Pizzeria stands just off the corner of Sutter and Van Ness, across the street from two movie theaters and next to a Tex-Mex restaurant called the Tumbleweed Café. Conventional wisdom says location makes or breaks a business, and this location definitely helps. Unfortunately, location is not enough in this case.

Village Pizzeria makes both thin (Neopolitan) and thick (Sicilian) crust pizza. This time, we tried the thick crust pizza and that proved to be a mistake. Admittedly, past experiences with the thin crust were enjoyable, and that I can recommend, but this thick crust just did not do the job. Part of the problem lies in that the crust was doughy and stiffly undercooked. However, other problems include an uninteresting red sauce, plain toppings, relatively thin range of

toppings, and unjustifiably high prices. On the plus side, the whole thick crust pizza was an immense amount of food, and eating three pieces proved filling. Unfortunately, "filling" was by far the best adjective available for the pizza. The menu does include other dishes, but none of them looked enticing either.

As for the restaurant itself, Village Pizzeria has given us table service, which is a cozy and comfortable atmosphere. The restaurant evokes memories of Costello's, which are dashed once you eat the food. As mentioned above, the location is great, a short walk away from Hastings and out of the Tenderloin but not ridiculously far. Additionally, Village Pizzeria does deliver, so Tower denizens have another source for food. All things considered though, students would do better to spend their hard-earned financial aid dollars somewhere else.

I'm Sorry For This: A Civ Pro Story

Ian Wallace

SPECIAL TO THE LAW NEWS

I was walking around an old haunt when I was approached by a gawky kid wearing a yellow polo shirt. "Hey," he called out, with a twisted grimace. His voice had a vague familiarity.

"Yes?" I answered.

"You get what you pay for, pal."

"Excuse me?" I asked.

"You get what you pay for. You never paid, so he did. He paid, so now you will!"

I was baffled. "What are you talking..." My thoughts were cut short by a stunning thump to the back of my head, and all went black.

I awoke with a headache and tried to grasp where I was. I was at a table. There was a large salivating and unpleased pit bull snarling by a window, which wasn't a good sign. Through my blurry vision appeared a skinny guy across from me. He was eating a spoonful of Special K with one hand, and holding a pistol with the other. He was smiling.

"Where am I?" I asked.

"I'm asking the questions!" he snapped. "Do you want some cereal?"

"What's going on?" I asked.

"It's all going on," he chuckled. "life, love, loss, rebirth, power, passion, the whole shebang! And you think you're so tough. You're

not tough. You're just a dumb guy wearing dumb shoes."

He was right. They were dumb shoes. But they looked so damn cool in the Sears catalog. "What do you want?"

"I want it all. I want her love, her pride, her soul, her devotion, the sweet scent of her herbal-smelling hair," he said, leaning into my face and resting the gun on the table. He walked to the window. "Soon, it's so close. It's so real. Such a purpose! Soon she will avail herself to the benefit of my protection!" The only thing more bizarre than his speech was the fact that he had left the gun on the table. My hands weren't tied, so I picked it up.

"I'm leaving," I said. He turned around, saw the gun, and grasped his mistake. He dropped to his knees and began to beg. "Please don't hurt me! I'm sorry! I'm really sorry. You'll never see me again, and I won't tell anyone about those Godawful shoes." The motley soul had a point, I thought, as I looked down at his face uttering the well-pleaded complaint. They really were awful shoes.

Suddenly, the pit bull leapt across the table. I clenched. The gun went off, piercing the canine's cranium and entering the skull of my antagonist. The two fell back as the table toppled. Special K went everywhere. The I realized that I had destroyed two lives in being, striking both with a single indivisible arm. I was speechless.

Who would believe me? The only evidence was the splattered mass of dog and human flesh, mingling together in a common nucleus of inoperative facts. The area of matter was substantially grey, perhaps rose, but could reasonably be argued to be either.

I walked closer to survey the damage. Each step was on top of the tumbled cereal. I heard the crunch of fallen corn flakes and sensed the brooding omnipresence of the raisins. A locket, worn around his neck, had fallen open. I looked inside. There was a photo of him and Karen. Oh, Karen.

A special woman, but difficult to describe. I used to say she was simply "wacko." She would continually and systematically contact me in hopes that I would join her in her outdoor shower, covered only by thin criss-crosses of wood and ivy, where she would beg me to massage her hair and scalp with various combinations of ginseng oil and aloe vera gel. Yes, she had all of the traditional lotions for hair play and substantial lotion.

"I'm sorry for this," I thought, "I am truly sorry." Karen had a little brother, a whiny twerp who would always point at my Sears catalog and beg me to buy him a polo shirt. I knew that kid looked familiar. So much was unanswered, but one thing was settled, and the doctrine of the child wasn't eerie after all.

Foreign Film's Wit Stings Audiences

Ivo Labar

STAFF WRITER

While most American film critics have been punting over the crass biography of a pornographer, a brilliant new French film has quietly been reminding more discriminating audiences how enjoyable a good movie can be.

Ridicule, by Patrice Leconte (he also directed the well-received *Hairdresser's Husband*), has been playing in the City for nearly a month. The movie, set in the years preceding the French Revolution, chronicles the trials of an earnest nobleman turned engineer who makes a pilgrimage to Versailles in order to obtain a royal grant. The protagonist needs the funding to drain the swamps of

his homeland, where his handworking peasants are dying by the dozen from the bad air borne in the bogs.

The nobleman, effectively played by Charles Berling, quickly learns that the court of Louis XVI is more concerned with verbal jousting than alleviating the suffering of the French people. However, just as the count is about to quit and return to his plagued back-country, he crashes a society party where his fast, clever wit lands him in the court's favor.

What follows is panoply of quips, double entendres, repartees and retorts as the fast-talking count climbs the social ladder at the palace of the sun king by satirizing the royal's vainglorious suits while simultaneously exposing the hypocrisy of his cruel society.

Director Leconte does a fine job of recreating the thick and decadent

atmosphere of eighteenth-century France through the use of period costumes and on-location filming at both Versailles and numerous French manors. The film is as much a pleasure to hear as it is to watch thanks to screenwriter Remi Waterhouse's smart dialogue. Bring your eyeglasses to read the fast-moving subtitles.

An engaging performance is given by Fanny Ardant, who portrays a sensual, vindictive courtesan bent on disrupting our hero's plans. Juliette Binoche is also stellar as a Rousseau-inspired scientist who falls for the nobleman. Binoche shines in the film and is far easier on the eyes than the haggard Courtney Love.

Ridicule plays daily at the City on Fillmore.

ASUCH President Speaks

STREETS, from p. 6

the Student Conduct Code. That section allows the academic dean to choose the members of a panel who will hear charges that the academic dean brings against students. ASUCH felt this was unfair because it creates a situation in which you have the prosecutor choosing the judges. We asked the deans to change section 53. They said they were not opposed to changing it, but at no time did they say they would change it. The real tragedy is that this was an opportunity for the administration to work with the students to make changes and they failed to do so.

HLN: What needs to be done to mend the relationship?

Streets: We don't have hard feelings as far as we're concerned. They just have to realize that if they do something wrong, we're going to call them on it.

HLN: Can you give me an example of something they did wrong?

[There were incidents last year] that were not brought before the entire council but some members knew about it. Last year, the general council [told officials from a state agency] that it was okay to interview a student [they were looking for on campus] if they found him. So there is this student sitting up in the Lexis-Nexis room doing research and all of a sudden, he's grabbed by state agents . . . and they started interrogating him. And it's the wrong guy. They got the wrong guy. Because it was not brought before the entire council, nothing was done or said about it. No criticism. But that should have been brought to light. To his credit, former Associate Academic Dean Gray wrote a letter apologizing to the student.

HLN: When something goes wrong, Dean Kane usually sends out a letter. What's your opinion about those letters?

Streets: I just breeze over her letters now, because basically, her letters are about "feeling good — we're going to take care of you." I'm tired of that. I want to hear what you are going to do, what has been done, and why. I don't want to hear excuses. I want to know what's being done to improve our situation. She is the dean. We expect leadership from our dean.

During our first year, after we dropped in the rankings, she circulated a letter saying that the rankings don't mean anything. But before I came here, when they were sending out letters, they sent out the rankings. They sent out the article saying that we're ranked number

19. . . You've chosen a good school, because U.S. News & World Report ranked us 19. Suddenly, when we drop from 19 to 45, the rankings don't mean anything? I don't think so. The rankings do mean something . . . the bottom line is people look at it and it's worth something.

HLN: What about the new academic support program?

Streets: It's really too early to tell. This is going to be the first semester it will be used. I will be watching that closely to see what happens and how people are treated . . . I hope that they are treated like they are still part of the community.

HLN: Is there a good working relationship on the executive board?

Streets: Yes, we have a very good working relationship. If you look at the executive board, we span the spectrum, politically. But we do have our differences. We do represent all views, except racism and hate.

HLN: The elections are coming in March. What advice would you have for the next board?

Streets: Listen to the students because our basic purpose is to serve the student interest here at this institution. Our job is not to make the administration feel good. That's been a problem . . . because some people [on the board] are afraid of going against the administration and are very quick to apologize when we offend them.

HLN: What do you want to be remembered for? Edward Streets was . . .

Streets: Responsive and fair. . . I want to be remembered as someone who worked problems out, or at least tried.

I want to thank the students for coming up to me and talking to me. And having faith in our crazy ASUCH organization that we can make changes and make life better.

HLN: What would you say to welcome students back to school?

Streets: It's on the downhill slope now. Try to relax. Take deep breaths when you go in to get your grades. And if you didn't fail, it's all good. If you got As and Bs, feel good about it. If you got Cs, such is the way of life. Be happy that you're still here, if you want to be here. If you don't want to be here, you should think about getting out . . . because if you don't want to be here, the road is long.

Don't let your grades destroy your self-esteem. Quite frankly, most of the people in law school get Cs. So don't feel bad about that.

Celestial Portents Foretell Your Semester

CAPRICORN

(Dec. 22 - Jan. 20)

Happy Birthday! It often gets lost in the confusion of vacation and new beginnings, but you remain important to all of us. Good news after a minor disaster leaves you relieved, but don't let it fall into a false security. Be sure to stay on top of studies, thank-you notes, and phone calls. Keep a watch out for love in unexpected places.

AQUARIUS

(Jan. 21 - Feb. 19)

Happy approaching birthday. Ask for what you want this year. It's hard to anticipate your desires, and everybody will be disappointed unless it's perfect. Back down on the "advice" giving routine. You are thinking "I told you so" too soon. Besides, it is not satisfying to justify meekly when it happens, with the smug comfort of being right.

PISCES

(Feb. 20 - March 20)

Of all people, you are the one that will keep the New Year's resolution. It comes partly from your loyalty and stubborn determination. Your financial freedom needs a little restriction for the time being. The loan check may seem big, but it needs to last a long time.

ARIES

(March 21 - April 20)

Invest in your own needs in the coming months. It's good to be a little self-righteous. It's harder for you accept than to give. Many small successes are proof that you are doing the right thing. If you are bored in class, imagine new wordbooks for your classmates. Do you realize that most of them were children of the 80's?

TAURUS

(April 21 - May 21)

Pay a visit to one of your older relatives. Ask him or her to tell you stories about the good old days. Don't get involved in family conflicts though. It feels like you just finished finals, and already school is back and boresome. Try concentrating all of your energy on classes one day, and play thoroughly the next.

GEMINI

(May 22 - June 21)

You will get some this month. Bananas that is. If your friends have been embarrassed by your antics, tell them to lighten up. Geez, you are going to be a lawyer soon and the fun factor is sure to decrease once you have to get a real job. Besides, SOMEBODY needs to be the life of the party.

CANCER

(June 22 - July 22)

Vacation is only barely over, don't worry about school yet. Pick up a juicy novel and go around school imagining you are the main character. (If only people knew!) Did you know you can get a ticket to tour all of the BART stations? Have a public transportation adventure and explore the newly built additions.

LEO (July 23 - Aug. 23)

Do not let anger get the best of you. Control and compassion will rule your stars this month. Renew an old romance if your other options are running low. Incorporate high culture into your life. See a play or one of those arsy movies or go to an art gallery. Bring your rubber chicken and talk to it the whole time. People will think you are cool.

VIRGO (Aug. 24 - Sept. 23)

Don't put off doing your laundry any longer. You may have special occasion to wear any of the things in the pile, and you don't want to substitute this time. There will be many up-and-downs in your academic life this semester. Get an extra house plant and tend to it religiously.

LIBRA (Sept. 24 - Oct. 23)

You actually got things done over vacation, even if they were not the top items on the list. Enjoy that quiet because most of us did nothing at all. No point in making everybody else jealous. School and job will be going easier as you settle into the routine, but be sure to start on the correct foot with the new year.

SCORPIO

(Oct. 24 - Nov. 22)

Your future career is still being tumbled around in your mind. Don't work on it too hard. It will come to you at the most unexpected and simple time. All of the work you were supposed to do over break never happened. Oh well. Choose new vocabulary words to incorporate into your everyday speech. Notice carefully when other people use the words too, it probably means they have supernatural powers.

SAGITTARIUS

(Nov. 23 - Dec. 21)

You are keeping the heart of selective truth and knowing when to keep your mouth shut. This knowledge comes painfully but will get you anywhere you need to go. People will start to pay back the loans you made. This will put you in a better financial position, and terminate the need for caution. A romantic surprise is coming your way.

Unearthed Relic Delivers Suspense

Glenn E. Von Tersch & Ryan Jike
STAFF WRITERS

The Relic is the latest suspense-thriller to hit the movie theaters. This movie had one objective, to keep you on the edge of your seat, and it does that fairly well. *The Relic* contains no Academy-award level performances, it merely entertains. It has a number of nice additions that tend to add to the movie, but everything, including the acting, cinematography, soundtrack, settings and the plot function as support for the suspense that makes this movie. *The Relic* uses every known method to build suspense, and manages to mix in different forms of suspense enough to keep you off guard.

The Relic stars Penelope Ann Miller as a biological research director at the Chicago Museum of Natural History and Tom Sizemore as a hard-boiled, superstitious lieutenant of the Chicago police force. Both turn in decent performances that manage to stay out of the way of the suspense and action in the movie. Additional actors include Linda Hunt as the pragmatic director of the museum, James Whitmore as the open-minded curator of the museum, Chi Miao Lu as a backstabbing scientist competing with Miller, and Clayton Robinson as a sergeant who proves capable of following orders. Overall, the acting is unpretentious, but believable.

The script includes a few gems but overall is pretty ordinary. Particularly amusing were the running discussion on gourmet coffee between two cops and the several comments on the results of a custody fight over the dog. The dialogue in the movie includes some standard dry humor and some amusing interplay between science and superstition, but overall is clearly not the focus of the script. If it was not obvious already, the focus of the script was suspense, often leaving the audience wondering what will happen next and then coming up with something either completely predictable or completely unexpected.

The setting and cinematography provide some great shots of Chicago, a wonderful museum set that provides a great backdrop for the movie, and some impressive action sequences. All things considered, the effects were good but not great. In particular, gruesome shots of the victims and the shots of the monster itself came out well, without either looking hokey or drawing too much attention to themselves.

The movie moves along at a fast pace and was entertaining. According to Ryan it was worth the \$7.50 and seeing it in the evening. Glenn placed it more at the bargain matinee level, but decided seeing it in the theater is worthwhile. Regardless, if you have a rainy day and a need to get away from Hastings for a few hours, you could do much worse than to go see *The Relic*.



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SCHEDULE OF SEMINARS

SAN MATEO

- Saturday, February 15, 1997 - 10:00 am-4:00 pm
- Sunday, February 16, 1997 - 10:00 am-4:00 pm
- All sessions will be given live at the Dunfey Hotel, 1770 S. Amphlett Boulevard, San Mateo, in the Cypress Room

SAN DIEGO

- Saturday, February 22, 1997 - Noon-6:00 pm
- Sunday, February 23, 1997 - Noon-6:00 pm
- All sessions will be given live in the Auditorium at the California Western School of Law, 190 Cedar St., San Diego

ORANGE COUNTY

- Saturday, March 1, 1997 - 9:00 am-12:30 pm, 1:30 pm-4:00 pm
- Sunday, March 2, 1997 - 9:00 am-12:30 pm, 1:30 pm-4:00 pm
- All sessions will be given live at Pacific Christian College, 2500 E. Nutwood Avenue (at Triunfo) Fullerton, located from California State University, Fullerton, Second Floor Room 305

LOS ANGELES

- Saturday, March 8, 1997 - 11:00 am-5:00 pm
- Sunday, March 9, 1997 - 11:00 am-5:00 pm
- All sessions will be given live at the Ramada Hotel, 6133 Bristol Parkway, Culver City, in the Projection Room.

FRESNO

- Saturday, March 8, 1997 - Noon-6:00 pm
- Sunday, March 9, 1997 - Noon-6:00 pm
- All sessions will be given at the Central College of Law, 1360 "L" Street, Fresno VIDEO PRESENTATION

SACRAMENTO

- Saturday, March 15, 1997 - 10:00 am-4:00 pm
- Sunday, March 16, 1997 - 10:00 am-4:00 pm
- All sessions will be given at American Books, 725 J Street, Sacramento VIDEO PRESENTATION

ORANGE COUNTY

- Sat., Mar. 15, 1997 - Noon-6:00 pm, Rm 122A
- Sun., Mar. 16, 1997 - Noon-6:00 pm, Rm 215
- All sessions will be given live at Pacific Christian College, 2500 E. Nutwood Avenue (at Triunfo) Fullerton, located from California State University, Fullerton, Course Lecturer for this Session Only: Professor **Mara Felger**, Attorney at Law, Legal Education Consultant

RIVERSIDE

- Saturday, March 22, 1997 - Noon-6:00 pm
- Sunday, March 23, 1997 - Noon-6:00 pm
- All sessions will be held at California Southern School of Law, 1775 Elizabeth St., Riverside. Room number will be posted on the day of the seminar VIDEO PRESENTATION

BAKERSFIELD

- Saturday, March 22, 1997 - 11:00 am-5:00 pm
- Sunday, March 23, 1997 - 11:00 am-5:00 pm
- All sessions will be given at the California Pacific School of Law, 1600 Truxtun Ave., Bakersfield, Room 2 VIDEO PRESENTATION

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For the past fifteen years, Professor Fleming has devoted his legal career towards the development of legal preparatory seminars designed solely to aid Law Students and Bar Candidates in exam writing techniques and substantive law.

Professor Fleming's experience includes the lecturing of Pre-Law School Prep Seminars and First, Second and Third Year Law School Final Reviews. He is the Organizer and Lecturer of the Baby Bar Review Seminar New Exam Solutions and the Founder and Lecturer of the Legal Examination Writing Workshop. Both are intensive training intensive exam writing techniques designed to train the law student to write the superior answer. He is the Founder and Lecturer of LongShort Term Bar Review. In addition, Professor Fleming is the Publisher of the Performance Examination Writing Manual, the Author of the First Year Essay Examination Writing Workbook, the Second Year Essay Examination Writing Workbook, and the Third Year Essay Examination Writing Workbook. These are available in Legal Bookstores throughout the United States.

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